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ABSTRACT

A Food Service Laboratory Project was initiated at a junior high school for the training, participation, and observation of educable mentally retarded (EMR) students. Thirty EMRs participated in the vocational training program, the academic portion of which was work-oriented and closely related to the work in the Food Service Laboratory. Students, after training, were placed in jobs in a school-work experience program. Community support was elicited, placement opportunities developed, and the 14-17 year old students placed in jobs, in which some limited success was noted. Included are curriculum guides developed, equipment specifications, scales and forms used. Progress was noted in in-school retention rate, basic skill subjects, and growth and maturity of students. Recommendations for further program improvement are made. (KW)

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THE DEVELOPMENT OF A PROJECT FOR EDUCABLE
MENTALLY RETARDED CHILDREN TO RECEIVE
VOCATIONAL TRAINING IN FOOD SERVICE

July 1, 1969

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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THE DEVELOPMENT OF A PROJECT FOR EDUCABLE MENTALLY RETARDED CHILDREN TO RECEIVE VOCATIONAL TRAINING IN FOOD SERVICE

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July 1, 1969

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SUMMARY

A Food Service Laboratory Project was initiated at Brandywine Springs Junior High School during the school year 1968-69. This project attempted to provide an integrated special education program for educable mentally retarded students. The Food Service Laboratory was used as a motivational core for training, participation, and observation of thirty educable mentally retarded enrolled in the two special education classes at the School. Orientation in the area of short-order cookery was provided by assigning four students at a time to the Food Service Laboratory for a six weeks' period during the term, with the staff of the school filling the need for clientele. The academic portion was work-oriented and closely related to the experience in the Food Service Laboratory. After having successfully cycled through such jobs as dishwasher, chef, salad and sandwich maker, busgirl or boy, dessert maker and cashier, the students were placed on the job working at the "going" wage rate in a school-work experience program.

The program was made possible in part by a planning grant of \$10,000 received from the Office of Education, an equipment grant of \$15,000 from the Delaware Division of Vocational Rehabilitation, and the joint cooperation of the School District and the Division of Focational Rehabilitation.

The Food Service Laboratory began operating in October, 1968. During the course of the year thirty students participated in the program. An enthusiastic staff was recruited and developed into a coordinated team. Community support and involvement in the project was elicited, and cooperation of the local food service industries was gained. An excellent working relationship was established between the counselor of the Rehabilitation Division and the School personnel. Curriculum materials of a high motivational value and practical utility were assembled and used in the academically related portions of this project. Placement opportunities were developed.

In planning for the program's future growth and development several observations, comments and suggestions are presented. Although originally planned as a job orientation program, too much emphasis was given to job placement. Job placements were made for students who were 14 to 17 years of age. Some limited success was noted in student performance on the job (see Appendix). As might be expected, some students proved to be too immature for employment at this time. In actuality, the value of the total program is demonstrated by (1) the high student in-school retention rate, (2) the increase in basic skill subjects, (3) the growth and maturity of the students. It is a fact that five students were advanced from special classes into a higher level school-work experience program, and eight are being promoted into regular high school programs; four will go

into special education classes at the high school level).

However, to further improve the existing program, there is a need to provide Home Economics training to the male students. In addition, Home Economics could be used to inculcate "independent living skills" which are essential for many special education students. If the Food Service Laboratory is used as a trade training area, rather than a job orientation assignment, a much longer training time would be required. It might be possible to supplement the exposure in the Food Service Laboratory with an assignment in the school cafeteria or in the community as a part of the training program. This could then be followed with real work experiences.

In summary, during the first year of this project outstanding progress has been made in equipping the Food Service Laboratory, recruiting and training staff, developing community interest and support, gaining cooperation of food service and related industries, retaining potential dropouts in school, assembling realistic work oriented academic materials and developing job placement opportunities. However, the real giant steps were the development of personal competencies in the students, and the establishment of a close working relationship between the school and the Division of Rehabilitation.

INTRODUCTION

1. Problem

Recognition of the potential of educable mentally retarded persons and the provision for needed occupational training can play a major role in enabling these persons to engage in productive work and to participate more fully in the life of the community. However, it is clear that training and related services are available to only a small fraction of the retarded who could benefit from them. It also appears that the training provided is often not in the occupational areas offering the most fruitful employment possibilities. Therefore, proper vocational training is crucial for the job success of the retarded.

It is estimated that more than 85 percent of all children born who are or will become retarded could become capable of self-support in some degree given adequate training and employment opportunities. Studies of the employment status of the mentally retarded indicate that they can be trained for a large number of jobs which draw heavily on traits other than intelligence. The occupations are usually of a repetitive nature and are found principally in the semi-skilled, unskilled, and service worker categories.

The retarded have proven particularly valuable employees because of their low turnover in jobs which many other workers are willing to hold only temporarily. Experience has shown that retarded workers are highly motivated, are willing to work and eager to please, are reliable in attendance, and have a high tolerance (even preference) for the routine, repetitive tasks which often cause dissatisfaction and high turnover among the other employees.

Considerable success has been noted in placing retarded individuals as kitchen workers. The expected increase in eating establishments to serve a growing population with rising income levels will provide expanded employment opportunities for the mildly retarded in low skilled kitchen and food service jobs such as busboy, busgirl, dishwasher, waitress or short order chef.

The increased personal dignity and sense of achievement which the retarded individual gains from employment are immeasurable. The economic benefits are also considerable. When specialized education and training programs can salvage a mentally retarded person by making him gainfully employed, the living standard of that family moves upward. In addition, the nation benefits from savings in public and private assistance costs, as well as a decrease in delinquency and anti-social behavior, which often result from society's indifference to the needs of the mentally retarded youth.

Educable mentally retarded children must be prepared to be, at least, self-sufficient and productive members of society. The area of short-order cooking is a type of vocation that the educable mentally retarded child could, if properly trained, use as a future means of livelihood. Establishing such a program would serve a functional purpose in combining opportunity for instruction with some degree of realism for short-order food preparation and service in the school environment.

The need for orientation in vocational training at the junior high school level is a real one. Age-wise the junior high school student falls somewhere in the 13-18 category; his I.Q. range is from 50 to 75; academically he will have reached second to sixth grade level depending upon his mental maturation; emotionally and socially he may well be on a par with the so-called "normal" child. Interest wise he is beginning to think of job opportunities and ways of earning money. If properly motivated, his interest could be funnelled into a meaningful program with practical goals well within the comprehension of the educable retarded child. If the groundwork is not laid in the junior high school, this child would well become a school dropout or an even greater problem to society.

The school plant does not offer adequate facilities for a real work-type situation, but provision has been made to buy equipment to give real experiences where direct transfer of learning can be applied through funds provided by the Division of Vocational Rehabilitation of the State of Delaware.

II. Description

The proposed program was designed to develop curriculum for educable mentally retarded teenagers and to set up a job training observation and participation program based on job opportunities, student interests and capabilities with simulated working conditions to provide adequate correlation between school experiences and actual work experiences. In this way the learner will be provided with a background of knowledge and experience geared to produce a situation conducive to learning and improvement of his self-image.

Because of this innovated approach to learning the new facilities will provide enough correlation and flexibility to offer a real life experience in the work-study phase of such a program. Up until now we have been limited to the traditional design of the Home Economics Department with home type equipment.

The emphasis in the related classroom will be placed on those personal, social and academic competencies that will result in growth in occupational adequacy.

III. Objectives

A. General Objective: To develop curriculum and a demonstration class to provide the educable mentally retarded student at junior high level with the opportunity and incentive to complete his secondary school education through a sheltered workshop type of school and work experience in the area of food service in order that he may be better prepared to perform competently on the job and be a productive member of society with desirable citizenship traits.

The following procedures were utilized as guides to selection of objectives for the program and for relating them to the needs of the mentally retarded:

1. Determine employment opportunities -

Evidence of employment opportunities in the area has been gathered through occupational surveys including individual interviews with employers who need workers in the food service field and would be willing to employ persons at this level.

2. Determine the availability of students who have interest, aptitude and ability to profit from the program -

- a. A careful screening of mentally retarded students has been made to determine those students who are in need of additional instruction in order to keep them in school, provide them with a saleable skill and enable them to become self-supporting citizens.
- b. Review the literature on productive occupational programs for the mentally retarded.
- c. Thirty students in the Brandywine Springs School are currently in need of such service.
- d. An assessment of the availability of students in other schools in the district will be made as the program is developed.

3. Select the course or courses to be offered -

A plan will be developed so that the scope and emphasis of the program will meet the unique community needs and the requirements of the specific occupation/occupations and be related to the capabilities of the mentally retarded.

- a. Identify the job by title.
- b. Make a job analysis.
- c. Develop curriculum.

State clear cut behavioral objectives based on the performance requirements of the job as defined in the job analysis.

Plan course content and teaching procedures productive for the mentally retarded.

Select teaching materials and resources - references, films, visual aids and field trips.

Select appropriate work experience situations and make plans for supervision of this experience.

- d. List qualifications needed by trainees in terms of:
 - educational background
 - minimum age
 - interest and aptitude
- e. Estimated budget
- f. Recommended facilities and equipment
- g. Organize plan for job placement and follow-up

4. Procedure for action -

- a. Secure approval from State Supervisor Home Economics for offering occupational courses.
- b. Work with State Vocational Research Staff and State Supervisor of Home Economics in curriculum development.
- c. Explore availability of qualified teachers.

B. Specific Objectives

1. Personal Competencies:

- a. To develop work habits that will make the student a desirable employee.
- b. To develop some skill in caring for equipment and conserving materials.
- c. To develop ability and interest in management of time, effort and energy.
- d. To develop habits of safety.
- e. To develop sound work and employee attitudes.
- f. To gain appreciation and skill in grooming for the job.
- g. To develop habits of good physical and mental health.

2. Social Competencies:

- a. To develop skill in labor management relations and in getting along with others such as persons in authority and fellow workers.
- b. To develop an interest in one's school and community and find ways to contribute thereto.

3. Academic Competencies:

- a. To correlate and emphasize the practical importance of the "3 R's" in the world of work.

- b. To gain an understanding of available employees' services such as: Social Security, Employment Security Service, Workers Compensation, Unemployment Insurance, Hospital Insurance, Health and Accident Insurance, Life Insurance, Pensions, Savings, Credit Unions, etc.

IV. Procedures

A. General Design: Our pilot demonstration program was comprised of two phases, the classroom instructional program and the job training experience, which will be very closely coordinated. Approximately one-third of the school day will be devoted to the study phase which will be planned and conducted by the base teachers assisted by the para-professionals. This phase will be conducted during the early portion of the school day and will be geared to meet the needs of the students in the class. This study phase will be implemented so as to ensure its high degree of coordination.

The work-training phase conducted from the period preceding lunch through the period after lunch will involve sheltered workshop conditions. The primary purpose of the work phase is to provide the student with carefully selected practical learning experiences and the recognition of growth potential.

B. Schools or Locations: At the present time the only junior high school in the Marshallton School District is the Brandywine Springs Junior High School, in which the educable mentally retarded students at age level 13-17 are now housed. Ninth grade students leaving Brandywine Springs enter the Thomas McKean High School on McKennans Church Road, Wilmington, Delaware.

C. Participants: The only participants in this program will be those 30 students in the special classes. They will be instructed by the special class teachers assisted by trained personnel in the foods field.

The participants in this program would be determined by the usual referral procedures of the district and would coincide with State regulations. The district's psychologist will give a complete psychological examination to determine the eligibility of each student referred. It is our understanding that the Division of Vocational Rehabilitation will provide counseling services, funds for medical examinations and/or any followup procedures recommended by the family doctor. Mutually we can determine other responsibilities and functions necessary in the area of rehabilitation services.

D. Methods and Materials: In order to try out curriculum materials, a combination food demonstration and

service area was established. It provided opportunities for instruction and some degree of realism. To achieve this we set up a sheltered workshop type of situation within our school plant. This facility was used primarily for instruction.

The following criteria was applied in selecting learning experiences, and learning aids for attaining objectives:

1. Learning experiences and teaching aids are simplified and varied in order to teach a single operation at a given operation at a given time and maintain interest.
2. Learning experiences offer considerable opportunity for practice and repetition to facilitate the mastery of a single operation.
3. Learning experience and teaching aids are concrete rather than abstract and are closely related to the life experience of the child.
4. Learning experiences are related to a shorter interest span of the mentally retarded.
5. Learning experiences and teaching aids make maximum use of first hand experiences, "realia" that which can be handled, seen, felt and tasted.
6. Learning experiences will make considerable use of the laboratory method and field trip as "first hand" experiences.
7. Learning experiences capitalize on the emotional needs of the mentally retarded child to experience success in "doing."
8. Teaching aids take into account the relative power of pictures over words in concept development for the mentally retarded.
9. Learning experiences include emphasis on development of thinking through practice in such activities as: comparing, contrasting, criticizing, classifying.
10. Learning experiences provide maximum opportunities for developing sound attitudes about work and employer-employee relationships.
11. Learning experiences capitalize on the opportunity to help mentally retarded children learn to work together through such activities as committee work, team work and laboratory work.
12. Learning experiences provide an opportunity for improvement of communication skills through such productive experiences as role-playing of simple situations and taped reports of field trips with an opportunity provided to hear themselves speak.
13. Learning experiences will emphasize the dignity of the well done job and the usefulness of the occupation.

Modification of learning aids needed for mentally retarded must be simplified for these learners. The following practices will be utilized:

1. Developing simple step by step directions with accompanying pictures.
2. Creating simplified display materials.
3. Utilizing flash cards for teaching words.
4. Utilizing pictures and simplified pages cut from books and magazines as teaching materials.
5. Utilizing "realia" in teaching, foods, equipment, dishes, soaps, detergents, utensils.
6. Utilizing "single step" teachers' demonstrations followed by drill.
7. Providing opportunity for each student to give a single step demonstration followed by drill.
8. Role-playing certain situations.
9. Student organization and self-evaluation on standards of cleanliness, grooming, punctuality, utilizing a visual scale arrived at by the class through field trips, pre-study, and observation of job standards and worker requirements.
10. Simplified related instruction based on the job requirements and utilizing typed up tapes from field trips in the student's own language, together with other simplified materials.
11. Resource persons and parents in the occupations will be utilized when possible.

E. Evaluation:

I. Techniques:

- a. Teacher attitude test - preliminary, periodic, culminating, and followup.
(Achievement: Iowa Tests of Basic Skills; Aptitudes; Differential Aptitude Test Battery; Intelligence; California Test of Mental Maturity; Interest: California Interest Summary.)
- b. Student self-evaluation through discussion groups and reports.
- c. Teacher-team conferences; teacher-pupil conferences; teacher-parent conferences.
- d. Observation and assessment by program supervisors.
- e. Follow-up surveys.
- f. Keeping of special cumulative teacher and student records.
- g. Use of guidance personnel and facilities.

2. Data to be gathered:

- *a. Rate of pupil dropouts.
- *b. Attitudes of participating teachers, para-professionals, prospective employers, pupils and parents.

*See Appendix

*c. Rate of successful job placements.

F. Time Schedule

1. Homeroom period - 10 minutes
2. Morning schedule - 2 hours

(The teaching of job related mathematics and social studies, communications and practicable and related education such as money management, job application, interviews, grooming for the job and fringe benefits will be conducted within a flexible time schedule to be established and adjusted by the teacher team.)

3. Sheltered Workshop - 4 hours

(During this time food preparation, service, and cleaning up would take place.)

V. Dissemination

A. Press Releases

Nov. 25, 1968	News release in local evening paper second news front coverage
Dec. 2, 1968	Editorial
Dec. , 1968	District publication
Feb. 3, 1969	Nation's Restaurant News
Apr. May	Delaware Today
June	Pupil Personnel Services Newsletter
July	School & College Food Service
July	Children Limited
July	Children

B. Visitations

Elwyn Institute, Elwyn, Pennsylvania
E. S. Miller School, Philadelphia, Pennsylvania

C. Audio Visual Presentations

November, 1968	1. P.T.A. Meeting of Brandywine Springs 2. Division of Vocational Rehabilitation 3. Delaware Assn. for Retarded Children & Delaware Foundation for Retarded Children 4. Home Economics Dept.-University of Delaware 5. Delaware Restaurant Association
December, 1968	1. Delaware Restaurant Assn. (monthly meeting)
January, 1969	2. Visitors from Kent County, Md. 1. Visitors from State Dept. of Public Instruction
February, 1969	1. Education Committees of Delaware State Legislature

*See Appendix

March, 1969 1. School Board & School Administrators
 of Marshallton School District
 2. In-service meeting of Delaware
 Special Education teachers
 3. New Castle County Teachers Association
 Meeting
 4. Special Education Department and
 Graduate Students from University
 of Delaware

April, 1969 1. P.T.A. Meeting of Brandywine Springs
 Junior High School

VI. Findings & Analysis

Curriculum Guide - Food Service Laboratory

A regulation size classroom was transformed into the Food Service Laboratory. Simulated working conditions were effected through the installation of equipment found in a small restaurant-type facility. This equipment included a stove, microwave oven, refrigerator, freezer, updraft equipment stand with warmer trays, grille, french fryer and exhaust unit, sandwich unit, work tables, dishwasher, double sink with disposal, fountainette, coffee unit, cash register, five square tables, one large round table, thirty chairs and snack bar with eight stools. (see Appendix)

During the early part of the day while food preparation was being done, breakfast-type short order food was served. Approximately fifty lunches were served each day. The school faculty and other employees cooperated in using the facility. Also, one night each month the "lab" was used to serve refreshments during school social activities with the students involved serving on a volunteer basis.

Each day the students involved spent approximately half of their time acting as short order cook, preparing salads, desserts, sandwich fillings and side orders, manning the cash register and performing other functions vital to the operation. The other half of the day was spent in regular academic classes. While in the Food Service Laboratory children were rotated through the various phases so that they would become acquainted with each of the skills necessary.

The manager of the facility very successfully trained and supervised the students involved, working closely with the special education teachers.

Objective:

- I. To orient trainees to the nature of the work of a Food Service Employee in the area of short order cookery.
 - A. Survey of jobs & work involved
 1. Importance and purpose

2. Employment opportunities
3. Kinds of work and work situations
 - a. Types of work involved in preparing and serving food
 - b. Typical work areas - receiving and storage, preparation, serving, cleanup
 - c. Need for such devices as: work schedule, interpretation of a recipe, setting standards for food preparation, selecting and using appropriate equipment
4. Employment policies
 - a. Hours of work
 - b. Compensation
 - c. Sick leave
 - d. Social Security & laws effecting employment

II. To develop understanding and ability in the selection and use of appropriate equipment for specific jobs

- A. Selection and use of equipment
 1. Major appliances
 2. Miscellaneous equipment
 3. Measuring devices
- B. Care and storage of equipment

III. To develop an understanding of safety and accident prevention

- A. Survey of common accidents in food service areas-burns, cuts, falls, splinters, strains
- B. Causes of accidents
 1. Personal - carelessness and haste
 2. Mechanical - incorrect use of needed repair or adjustment
- C. Safety precautions
- D. Procedures in case of accident
- E. Safety regulations required by law

IV. To develop the skills and knowledge necessary for essential health practices and sanitation

- A. Safe handling of food
 1. State and local food service regulations
 2. Physical examination
 3. Personal cleanliness & good grooming
 4. Habits which avoid spread of disease
 5. Sanitary practices related to tasting, dishwashing, storage, care of work area etc.
- B. Importance and reasons for street sanitary control in handling food
- C. Sanitation and housekeeping practices

1. Procedures - scrub, rinse, scald, dust, dry etc.
2. Materials - soaps, detergents, chemicals, brushes, etc.
3. Cleaning schedule - daily, weekly, monthly

V. To develop skills in food preparation, management of work, correct procedures, acceptable standards and suitable ways to serve

- A. Organization of work
 1. Plan work within space and time
 2. Assemble equipment
 3. Follow sequence of steps
 4. Keep work space orderly
 5. Follow time schedule
- B. Basic information for food preparation
 1. Weights and measures
 2. Directions
 3. Temperatures
 4. Methods
- C. Preparation of food
 1. Beverages
 2. Soups
 3. Salads
 4. Sandwiches
 5. Protein foods
 6. Vegetables
 7. Desserts
- D. Food service
 1. Steam table - cafeteria type
 2. Table service

VI. To develop an understanding of adequate facilities for storage of food - their use & care

- A. Facilities for food storage
 1. Refrigerator
 2. Freezer
 3. Refrigerated bases
 4. Sandwich unit
 5. Storeroom
- B. Effects of storage
 1. Nutritive value
 2. Quality of product
 3. Spoilage

VII. To develop an ability to handle money and make change accurately and quickly

- A. Collect money and ring register which automatically stamps check
- B. Verify amount charged and make change
- C. Close out register when shift is ended

Curriculum Guide - Communication

Objectives:

- I. To develop the ability to listen purposefully
 - A. For information and discussion
 - B. For good speech mannerisms
 - C. For increase in vocabulary
 - D. To interpret school announcements
 - E. For understanding of directions
- II. To develop effective communication through speech
 - A. Elimination of slang, vulgarisms and poor grammar
 - B. Understanding of rules of courtesy
 - C. Effective speech when making introductions
 - D. Conducting of meetings and reporting to class
 - E. Participating in an interview
 - F. Answering and talking on the telephone
 - G. Role of effective speech in occupational skills
 - H. Rules for effective verbal skills
- III. To develop effective communication through writing
 - A. Mechanics
 1. Cursive writing
 2. Printing
 - B. Functional
 1. Forms - words, phrases and sentences, labels, signs, addresses, shopping list, recipes, application forms, notes, daily news, personal and business letters
 2. Grammar
 - a. Capital letters - names, days, months, holidays, cities, states, titles
 - b. Punctuation - period at end of sentence, abbreviations, titles, question mark, comma between dates, addresses, opening and closing of letter
 3. Spelling
 - a. Speaking
 - b. Reading
 - c. Writing
- IV. To develop "sight" vocabulary and improve spelling through reading
 - A. Increase in comprehension
 - B. Development of use of phonics
 - C. Increased understanding of purpose of writer
 - D. Better performance on job

Curriculum Guide - Mathematics

I. Computational Skills

A. Objectives

1. Development of the ability to use correctly the four fundamental operations of arithmetic (addition, subtraction, multiplication and division) in order to enhance computational skills).
2. Elimination of bad habits such as guessing without any prior understanding and devising own short-cut methods of solving for solutions without applications.
3. To show the correlation between their job and computational skills needed for that job.

B. Basic Approach

Written assignments should be given daily and should be fairly brief, but carefully checked. Those facets of arithmetic skills associated with the Food Service Industry should be emphasized.

C. Scope

1. Whole numbers
 - a. Reading and writing
 - b. Basic rules concerning addition, subtraction, multiplication and division
2. Fractional numbers
 - a. Concept of whole and its parts
 - b. Reading and writing
 - c. Basic rules concerning addition, subtraction, multiplication and division
3. Decimal Fractions
 - a. Relationship to common fractions and percent rules
 - b. Basic rules concerning addition, subtraction, multiplication and division

D. Methods

Individual work, filmstrips, work in the Food Service Lab, field trips, guest speakers

II. Measurement Skills

A. Objectives

1. Development of the ability to use the type of measures needed in connection with Food Service
2. Development of knowledge concerning the concepts of long measure, liquid measure, dry measure weight, time measure and special measures

such as dozen, quart, etc.

B. Basic Approach

Since measurement is such an integral part of the Food Service Industry, a strong correlation should exist between it and the mathematics program. Emphasis should be placed upon presenting measurement concepts along with Social Skills.

C. Scope

1. Ruler
2. Yardstick
3. Scales
4. Spoon
5. Ounce, pound, cup, pint, quart, gallon
6. Consumer buying
7. Amounts of materials needed

III. Money Management

A. Objectives

1. Development of wise buying and selling practices
2. Development of student's ability to budget his money

B. Basic Approach

Emphasis is first placed on a good budget to fit their needs with emphasis placed on a certain amount set aside for savings. Pay checks and deductions are discussed along with insurance and installment buying. Since taxes play an important part in each person's life, there is emphasis placed on the proper way of filing income taxes.

C. Scope

1. Budget
2. Determining net wages
3. Installment purchases
4. Banking procedures
5. Insurance
6. Income taxes
7. Social Security

D. Methods

Individual and group instruction, direct application to student himself, application to Food Service Lab, filmstrips, field trips, guest speakers

IV. Problem Solving Skills

A. Objectives

Develop the ability to reason and think logically through the use of problems related to the running of and working in the Food Service Lab

B. Basic Approach

Development of the skills that aid in reading comprehension through the coordination of the communications skills and the computational skills, with emphasis on recognizing the problems, isolating it and choosing the correct action that will solve it.

C. Techniques

1. Practical and functional problems involved in cooking, planning, buying, selling and cleaning
2. Problems should be centered around Occupational Education and Home-Making and Family Living
3. Knowledge and use of Social Skills

Curriculum Guide - Social Sciences

The purpose of the Social Science course is to foster critical thinking by the student in this area of study. It is also planned to expand his environmental scope, to make him aware of the roles he will have to play in relation to home, school, community, state and country. The course is geared to help the student to understand the need for good relationships with others for his own survival.

Objective:

I. To develop good citizenship traits in students, mastery of a specific amount of content through use of certain social studies skills

A. Use of inductive and deductive thinking in conjunction with concepts and generalization

II. Political Freedom

A. Theme

1. Choosing friends
2. Learning rules and regulations
3. Assuming responsibilities and duties

B. Concepts

1. Freedom, rules, respect
2. Citizenship - cooperation
3. Government - political processes

C. Generalizations

1. People who live in groups make and follow rules.
2. People must assume responsibility for their actions.
3. All people must be given the right to make choices.

III. Physical and cultural environment

A. Theme

1. Recognizing social institutions
2. Observing inter-relationships within the local community
3. Formulating understanding and appreciation of people of other communities and lands

B. Concepts

1. Society, family, group role
2. Religion
3. Culture

C. Generalizations

1. People have many likenesses as well as differences.
2. Our homes and communities can influence the way our families live and the things they do.
3. Our neighborhoods change because people move, build new homes, change jobs, factories built.

IV. Interdependence of Man

A. Theme

1. Developing cooperation and interaction
2. Recognizing the dignity and worth of the individual
3. Understanding the role and duties of family members
4. Developing understanding of dependency upon various community services and resources

B. Concepts

1. Cooperation
2. Competition
3. Credit
4. Trade
5. Division of Labor
6. Conflict

C. Generalizations

1. Cooperation and competition are important aspects of living in a large and interdependent community and world.
2. Many people work together to provide members of the family with food, clothes, shelter and various services.

V. Value Orientation and Development

A. Theme

1. Developing ideas of individual dignity and respect
2. Recognizing and understanding money values
3. Encouraging respect for others and their individual and property rights
4. Fostering the understanding of freedom and equality of opportunity

B. Concepts

1. value, custom, law

2. Liberty
3. Property
4. Judgment
5. Independence

C. Generalizations

1. Values are beliefs that are learned throughout life.
2. The family composes the primary group in which values are passed on to its members.
3. The school serves as a unifying social agency in the development of acceptable values and attitudes.
4. An individual's worth should be based upon his abilities, capabilities and achievements, not upon the color of his skin or the language he speaks.

CONCLUSIONS AND RECOMMENDATIONS

I. Progress Areas

- A. Involvement of Division of Vocational Rehabilitation
 - 1. Funding of equipment to establish the facility of the Food Service Lab
 - 2. Counseling services
 - 3. Ancillary services

NOTE: For the first time in Delaware the Division of Vocational Rehabilitation has become actively involved in the public school system at the junior high school level. Through them outstanding progress was made in equipping the Food Service Laboratory. A counselor was assigned to the students involved and spent one day a week in individual and group counseling. Also, he became a very integral part of the liaison team working in parent-student relationships. The ancillary services provided by Vocational Rehabilitation were innumerable--thus far impossible to effect through the Department of Public Instruction. A real close working relationship was established. This, I hope, is only the beginning of a real "happening" in Delaware.

B. Development of Personal Competencies

- 1. Self-assurance
- 2. Responsibility
- 3. Motivation
- 4. Dignity
- 5. Grooming
- 6. Physical and Mental Health

C. Reinforcement of Social Competencies

- 1. Getting along with peers
- 2. Getting along with fellow workers
- 3. Getting along with persons in authority - teachers, counselors, employers, etc.

D. Better Understanding of Academic Skills

- 1. Close correlation of subject matter with work experience
- 2. Use of more concrete materials as learning aids
- 3. Functional use of basic skill subjects

E. Introduction to the World of Work

- 1. Employment opportunities in food service trade
- 2. Employment policies
- 3. Job specifications and requisites
- 4. Student limitations

- F. Development of placement services
- G. Developing community interest and support
- H. Fostering a better appreciation of school purposes and benefits derived from staying in school - thus retaining potential "dropouts" in school

II. Recommendations

- A. Need for Home Economics training for both girls and boys not only as an introductory procedure but also for fortification of skills.
- B. Training period in Food Service Laboratory should be extended to a semester's length.
- C. Follow-up of Food Service Laboratory should be a supervised assignment in a real work situation - possibly school cafeteria.
- D. Job readiness determined only after satisfactory performance on job as determined by total personnel involved.
- E. Additional areas of correlation between basic skills and work orientation.
- F. Six students per training period in the Food Service Laboratory - two involved in preparation, two involved in service and two in cleanup.
- G. Employment should not be seen as a necessary end product in each individual case.
- H. Need for additional personnel if total program is to be accomplished. A full time Special Education Coordinator is a "must" for the effective implementation of the program to best meet the needs of these "exceptional" children.
- I. Need for a wider range of vocationally oriented experiences at the junior high level.
- J. Need for educational sequencing with additional exploratory trade experience, vocational training, counseling and job placement at the high school level.

Since the facility has been created with the very slightest modification of the original room structure, and since the equipment is all of a portable variety, within a day's time the classroom could be restored to its original form, and the equipment used elsewhere in another area if so desired by the administration.

A P P E N D I X

FOOD SERVICE LABORATORY
BRANDYWINE SPRINGS JR. HIGH SCHOOL

PROGRESS REPORT

Name of Trainee _____ Date _____

1. ATTENDANCE:

No time lost _____
Occasional absences _____
Irregular _____
Were absences excusable? _____

2. COOPERATION:

Cooperative _____
Fairly cooperative _____
Indifferent _____
Not cooperative _____

3. QUALITY OF WORK:

Excellent _____
Above average _____
Average _____
Below average _____
Poor _____

4. TRAINEE'S PROGRESS IN RELATION TO ABILITY:

No progress _____
Slow _____
Average _____
Accelerated _____

5. TRAINEE'S PROGRESS IN RELATION TO OUR STANDARDS:

Below average _____
Average _____
Above average _____
Exceptional _____

6. ATTITUDE: GOOD _____ FAIR _____ POOR _____

7. SOCIAL ADJUSTMENT GOOD _____ FAIR _____ POOR _____

8. DIFFICULTIES:

Learning subject matter _____ Speed _____
Following instructions _____ Accuracy _____
Handling tools or machines _____ Punctuality _____

FOOD SERVICE LABORATORY

BRANDYWINE SPRINGS JUNIOR HIGH SCHOOL

FINAL RATING SCALE

NAME _____ ATT 'N _____

INSTRUCTOR _____ PROG _____ PERIOD _____ THRU _____

PERFORMANCE Circle one number in each set:

QUALITY

1. Excellent
2. Average
3. Above average
4. Below average
5. Poor

QUANTITY (work output)

1. Excellent
2. Above average
3. Average
4. Below average
5. Poor

PACE (performance at consistent rate of speed)

1. Excellent
2. Above average
3. Average
4. Below average
5. Poor

ACCURACY (performance within well defined standards)

1. Excellent
2. Above average
3. Average
4. Below average
5. Poor

TOLERANCE (circle one number in each set:)

REPETITION (ability to tolerate repetitive activities)

1. Consistently performed well
2. Performed adequately
3. Inconsistent performance
4. Frequently became bored or disinterested
5. Could not tolerate repetitive activities

Final Rating Scale cont'd

PERSEVERANCE (perform continuously for normal periods when required)

1. Maximum effort applied
2. Adequate effort applied
3. Inconsistent display of effort
4. Insufficient display of effort
5. Could not perform continuously

ATTITUDE (circle one number in each set)

MOTIVATION TO WORK

1. Consistent readiness for work
2. Usually willing to work
3. Worked because he had to
4. Really not ready to go to work
5. Had to be prodded into working

FOLLOWING FSL POLICY (includes safety)

1. Readily adopted rules and regulations
2. Needed occasional reminder on a rule
3. Inconsistent practice of rules'
4. Would not adopt or follow rules or regulations

COOPERATION (with supervisor)

1. Readily established and maintained good rapport
2. Established an adequate rapport with supervisor
3. Inconsistent relationship with supervisor
4. Frequently showed indifference
5. Totally rejected supervisor

SUPERVISION (amount of)

1. Functioned well with minimum supervision
2. Functioned adequately with minimum supervision
3. Did function with considerable supervision
4. Did function with continuous supervision
5. Functioned poorly under maximum supervision

CO-WORKERS (rapport trainee establishes with immediate work group)

1. Accepted Co-workers and established good rapport
2. Established adequate relationship with co-workers
3. Neutral attitude displayed
4. Avoided interpersonal contact with co-workers (isolate)
5. Rejected co-workers, displaying hostility toward them

Final Rating Scale cont'd

DIRECTION (following procedures, instructions or directions)

1. Minimum guidance required: Good follow through
2. Moderate guidance required: Good follow through
3. Considerable guidance required: Good follow through
4. Considerable guidance required: Poor follow through
5. Could not follow procedures, instructions or directions

JUDGMENT (choosing between alternatives)

1. Made good choices
2. Made adequate choices
3. Inconsistent in making choices
4. Frequently made poor choices
5. Consistently made poor choices

TOOLS - EQUIPMENT

1. Functioned well with minimum guidance
2. Functioned adequately with moderate guidance
3. Did function with considerable guidance
4. Did function with continuous guidance
5. Could not use tools or operate equipment

FLEXIBILITY (reaction to changes in work routine or pressures)

1. Performance not affected
2. Performed adequately
3. Performance fluctuated
4. Performance greatly affected
5. Could not perform

STAMINA (necessary physical strength to perform efficiently)

1. Resisted physical fatigue
2. Sometimes showed signs of physical fatigue
3. Inconsistent in ability to resist fatigue
4. Frequently showed signs of physical fatigue
5. Could not resist physical fatigue

**ADAPTATION OR TRANSFER TO NEW ASSIGNMENTS
(initial adjustment to dept. or job req.)**

1. Readily adjusted
2. Adjusted with some support
3. Adjusted adequately with support
4. Had difficulty with adjustment
5. Could not adjust

INTEREST

1. Readily became engrossed in job
2. Work held his attention

3. Maintained a neutral attitude toward job
4. Frequently unconcerned about the job
5. Totally unconcerned about the job

APPEARANCE (more than one item can be checked)

(underscore appropriate words in each item checked)

1. Good mannerisms, clean, neat
2. Usually clean and neat, adequate mannerisms
3. Inconsistent mannerisms, cleanliness, neatness
4. Frequently unclean, sloppy, inappropriate mannerisms
5. Unacceptable mannerisms, appearance

SUPERVISION (type of)

1. Functioned best under permissive, supportive supervision
2. Functioned best under firm, authoritative supervision
3. Functioned only with emotional support
4. Could not function under any type

SOCIABILITY (more than one item can be checked)

(underscore appropriate words in each item checked)

1. Interacted well with peers, supervisors, others
2. Adequate interaction peers, supervisors, others
3. Found it difficult to interact with peers, supervisors, others
4. Could not interact with peers, supervisors, others

COMMENTS: (Supervisor or Instructor-evaluate Trainee's chances for success in present program and suggest further action or planning)

RECOMMENDATIONS: (Training Administrator-Summary of evaluation, further programming, and placement potential)

Name	Job Placement	Date Placed	Date Terminated	Comments and Reasons for Dismissal
John Brennan	Brandywine Springs Nursing Home	12-15-68	2-1-69	Too much supervision needed; insubordination, inability to get along with fellow workers.
	Almart Fife & Drum Shoppe	2-15-69	4-15-69	Displays of temper because of troubles outside work situation. Security Dept. of store recommended dismissal. So far so good.
	Gino's	5-12-69		
James Potts	Ingleside Nursing Home	1-6-69	4-11-69	Too much supervision needed; transportation problems. Satisfactory reports thus far.
Jerry Johnson	Ingleside	1-6-69	4-5-69	Easter vacation plans interfered with work schedule; insufficient backing from home front.
Jerry Wright	Brandywine Springs Nursing Home	2-1-69	3-1-69	Too slow, too much supervision needed, working as dishwasher, satisfactory reports from employer.
Mike Jones	Burger King	5-5-69	5-19-69	Too much supervision needed, had to be told everything to do. Reports satisfactory so far.
Rickey Pierce	Burger King	5-5-69	5-19-69	Inability to keep pace with short order dept.

Linda Morris	Mr. Donut	12-1-68	4-3-69	Performance highly rated, difficult situation with employee relations. After consultation decided to have her terminate her services voluntarily. Doing very well; offered summer job.
Diana Bartram	Mr. Donut Burger King	12-1-68 5-5-69	12-15-68	Too slow & insecure for this type work operation. Doing very well, offered job for summer at Burger King.
Susan Levering	Mr. Donut	12-1-68	12-24-68	Performance on job very good but preferred not to be a part of work-study type of schooling. After psychological testing moved into main stream.
Barbareta Archie	Brandywine Springs Nursing	2-1-69	2-23-69	Too slow; required too much supervision

FOOD SERVICE EQUIPMENT
VOCATIONAL REHABILITATIONAL TRAINING
at
BRANDYWINE SPRINGS JUNIOR HIGH SCHOOL

GENERAL SPECIFICATIONS

This Contractor will be responsible for the complete installation of the equipment listed below including all final electrical, plumbing and ventilating connections, ready for use by the Owners. This equipment is to be located in Room 106, and the Contractor will be required to remove the existing lockers and enclosure above, refinish the walls and floor where necessary, bring through the wall from the adjacent room the required electric and plumbing supply to the new equipment specified below.

EQUIPMENT

Item #1 - 30" Electric Range with 4-burner top

Item #2 - Sink & Dishwasher Assembly

One S.S. Assembly to be approximately 7 ft. long x 30" deep x 34" high, to be constructed of 14 gauge S.S. top with 8" high backsplash front and ends up 1" on a 45 degree, down 2" and in 1/2" (inverted V). . . Mounted below this unit on extreme right end is to be a Hobart Dishwasher Model UM-4-D as described under Item #8. Set into top of this unit and as an integral part of same are to be two 24x24x14" deep S.S. sinks including lever handle wastes with overflow connections, and they are to be fitted with S.S. removable dish tray slides. Sink to have interior coved corners. Furnish with this unit a T & S Model B113 spray complete with B-155-ADF add-on Faucet and B-109 Wall Bracket. Mount below right hand sink a 3/4 H.P. Garbage Disposal as described in Item #5.

Item #3 - Stainless Steel Work Table with drawer & undershelf 36" long x 30" wide

Item #4 - Dishwasher

To be model UM-4-D Hobart with dual water inlets, complete with standard racks and other appurtenances considered by the manufacturer as standard items generally furnished.

Item #5 - Disposal

3/4 H.P. sink adapter model including switches, valves etc., necessary to make complete working installation and to be similar to model 175-1SA as manufactured by Insinger Machine Company.

Item #6 - Freezer

To be model FS-1D-S as manufactured by Victory Metal Mfg. Co. To be approximately 25" wide, 32" deep, 83-1/2" high, constructed of S.S. exterior and aluminum interior with top mounted compressor.

Item #7 - Up-Draft Equipment Stand

Unit to measure 6 ft. long x 30" wide, to have self-contained refrigerated base, containing one door section and two drawer sections. Unit to be similar to model E-723-RS as manufactured by Star Metal Corporation.

Item #8 - Two Well Steam Tables (electric)

Item #9 - Standard Electric Deep Fat Fryer - 15 lb. capacity

Item #10- Standard Electric 18" griddle

Item #11- Exhaust Fan

Construct metal frame in window adjacent to updraft unit to accomodate Domex wall exhauster Model WBT-45 as manufactured by Penn Ventilator Co., Inc. This unit to be complete with back draft damper and bird and insect screen. Interconnect between this exhaust fan as Item #7 - Updraft Equipment. Stand properly sized S.S. duct assembly.

Item #12- Litton Microwave Oven Model 500

Item #13- Bread Cabinet

2' long x 30" deep, containing two drawers and to have 2" thick laminated maple top, to be similar to model B-243-M, as manufactured by Star Metal Corporation. Unit to be complete with S.S. back and right end.

Item #14- Sandwich Unit

Self-contained 30" long x 30" wide, standard finish with S.S. back similar to Model S-53S, as manufactured by the Star Metal Corporation.

Item #15- Work Table with Undershelf

Size to be 4 ft. long x 30" wide x 34" high - top to be constructed of 3" thick selected hard sectional maple, all sections glued and reinforced with concealed bolts. Top to be mounted on S.S. legs with S.S. adjustable bullet feet. Undershelf to be of 18 gauge S.S. and table to contain one S.S. coved corner 20x20 cool drawer faced with S.S. mounted on roller bearing slides.

Item #16- Fountain Equipment - Ice Cream Cabinet & Soda Dispensing Equipment (not to be included in bid)

Item #17 - Formica Counter as per attached drawing

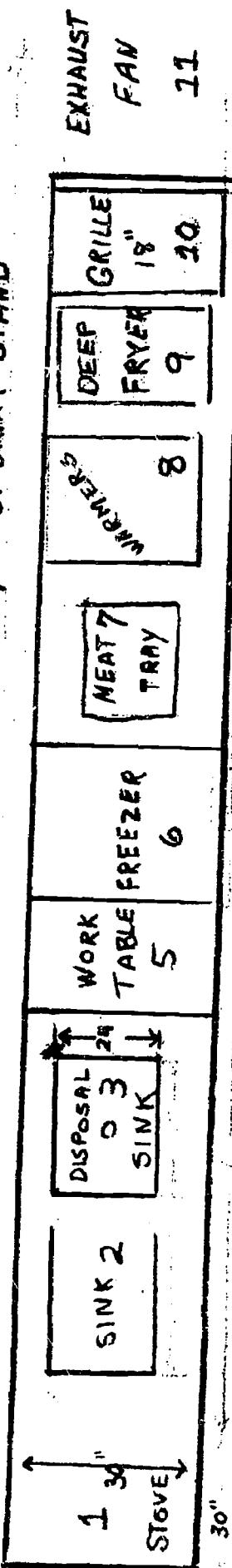
Item #18 - Eight individual free standing counter stools

Item #19 - Miscellaneous Equipment & Supplies

(The supplies listed below are to be part of this installation and the lump sum price quoted to include these items which are to be of restaurant quality of acceptable weight and grade.)

5 tables	5 doz. iced tea spoons
30 chairs	2 doz. salt & pepper shakers
5 doz. cups	1 doz. super pourers
5 doz. saucers	1 doz. cream pitchers
5 doz. sauce dishes	1 coffee urn
5 doz. bread & butter plates	2 stiff spatulas
5 doz. dinner plates	2 flexible spatulas
5 doz. soup plates	1 grille stone
5 doz. glasses	1 one-qt. sauce pan
5 doz. teaspoons	1 three-qt. sauce pan
5 doz. forks	1 twenty-qt. stock pot
5 doz. soup spoons	1 twelve-qt. stock pot
5 doz. knives	1 light weight colander
1 12" French knife	1 8" strainer
6 paring knives	2 egg slicers
1 utility knife	3 asst. pot spoons
1 one-oz. ladle	1 can opener
1 four-oz. ladle	1 10" wire whisk
1 six-oz. ladle	1 14" wire whisk
1 set stainless bowls	1 #16 dipper
2 two-slice toasters	1 #24 dipper
1 slicing machine	5 trays
6 oblong pans	10 napkin dispensers
2 stainless carts	2 24" push brooms
1 press	2 twenty-oz. mops
2 dust pans	1 bucket on wheels
2 brushes	

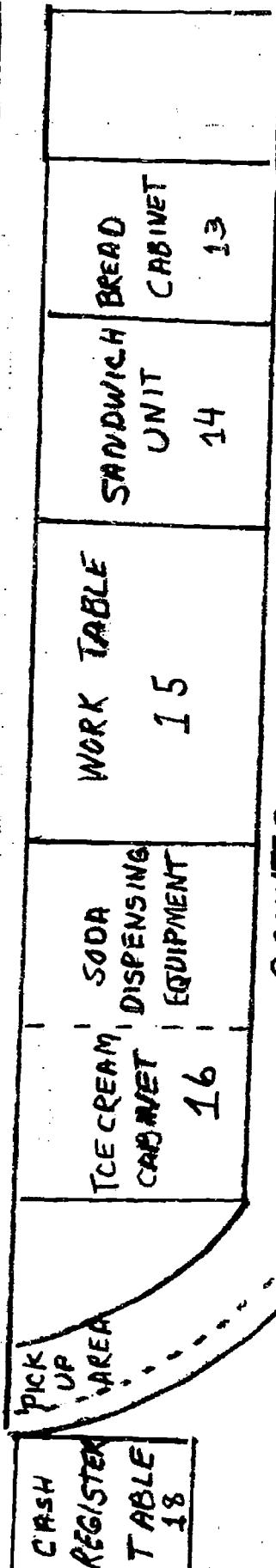
7 UP DRAFT STAND



DISHWASHER
4

12

MICROWAVE OVEN



COUNTER 17

19

19 19 19 19 19 19

BRANDYWINE SPRINGS DELAWARE FOOD SERVICE EQUIPMENT LINE 1969

SCALE = 1/2"

HIGHLIGHTS

ACTION AND PROGRESS IN THE MARSHALLTON SCHOOLS

DECEMBER 1968

REORGANIZATION

On October 23, 1968 the State Board of Education accepted Dr. Madden's preliminary plan for School District Reorganization in the State. The Marshallton, Stanton and John Dickinson Districts have been placed together to form one district. The Marshallton Board has filed an official appeal to the decision. The State Board of Education will now arrange a hearing at which time the Marshallton Board will present facts to support their position. The Marshallton Board feels a better educational program can be operated by having two districts, each offering grades kindergarten through twelve, than can be done in a single large district. No date has been set for the hearing. Incidentally the Stanton Board has also requested a hearing as they too support a two district reorganization.

Each day the students involved spend approximately half their time acting as short order cook, preparing salads and side orders, manning the cash register and performing other functions vital to the operation. The other half of the day is spent in regular academic classes. While on the job, children are rotated through the various phases so that they may become acquainted with each of the skills necessary.

The prime mover in the project is Mrs. Mary Steffenberg, a Brandywine Springs teacher, who has worked co-operatively with school, district, and State Department of Public Instruction staffs as well as the Delaware Restaurant Association in developing the project. In equipping the laboratory high priority was given to selecting equipment that is found in modern restaurant operations. Approximately \$15,000 of federal funds was invested in equipping the mini-cafeteria.

Classroom instruction becomes very purposeful to the children because they are able to grasp their academic work more readily after working in the cafeteria. During class, arithmetic problems often center on shopping for food at various prices or tabulating the correct quantities needed to serve a given number of people. Mr. Charles Davidson, another teacher involved in the project and Mrs. Dorothy Pinkerton, para-professional, both report that children take great pride in their work. Each day the children launder their uniforms and when school social activities are held frequently volunteer to open the mini-cafeteria to serve hamburgers and pizza for the crowd.

The school district appreciates recent coverage of the program by News-Journal staff and cites the following editorial in part which appeared in the December 2, 1968 edition of the Evening Journal of Wilmington, Delaware because it depicts the importance of this project.

"There's something very refreshing about the success of the 'experimental cafeteria' that has been running all fall at Brandywine Springs Junior High School. Consider, if you will, what those boys and girls have been doing with high spirits and fast-developing skills.

"Results are apparent in potential dropouts who don't drop out, in kids who used to come late to school but now come on time! They take satisfaction in doing tasks well. Remember, everybody needs to know the sweet taste of success."



MINI-CAFETERIA FEEDS CONFIDENCE

A project with considerable vocational impact is now being operated by a group of selected students at Brandywine Springs Junior High School. The project is an experimental mini-cafeteria set up in a classroom and children daily prepare meals for the school staff.



FOOTBALL CHAMPS



HOCKEY CHAMPS

INTRAMURALS JUDGED "NEAT AND COOL" BY STUDENTS

The physical education program at Absalom Jones School strives to develop the child not only in the physiological but also the psychological and sociological aspects of living.

The greatest portion of the seventh grade physical education program deals with activities which are considered team sports. They are emphasized in order to teach these children to work together and to develop pride in their team and themselves. Such activities as football, soccer, basketball, wrestling, gymnastics, tumbling, track and field, and softball are taught to the boys while such activities which include hockey, volleyball, soccer, basketball, gymnastics, tumbling, track and field, and softball are taught to the girls. There are usually ten competing teams involving all eligible pupils during each activity.

An outgrowth of the physical education program is presented to the children in the form of an intramural program. All intramural activities are held during the course of the school day so as to afford maximum participation from the student body. The purpose of this program is to introduce these children to competitive situations beyond the inter-class competition of the physical education class.

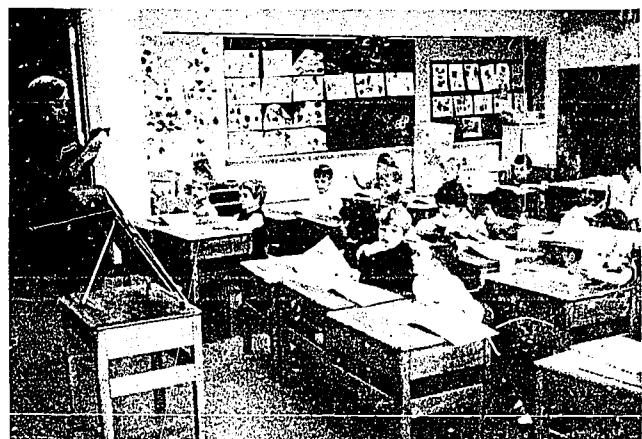
Intramural activities not only help those children who possess these superior skills but also strive to allow those children with average or below average skills a chance to experience success in an activity where success comes hard to them. Many children accomplish this by becoming an active member of an intramural team.

The winning team in each intramural activity is presented a trophy which remains in the intramural sports showcase during the remainder of the year.

PUBLIC KINDERGARTEN INITIATED

With the passage of the state law providing for kindergartens in public schools, we immediately embarked on a program for the Marshallton School District. More than 375 children were enrolled, and because of space considerations five classrooms at the Anna P. Mote School and two classrooms at the Brandywine Springs Junior High School are being used. We have secured the services of seven teachers, all of them hard-working and dedicated persons, and the program has proceeded very smoothly.

An orientation program for parents of kindergarten children was held in September. A total of approximately five hundred parents attended, attesting to the interest in the program.



MEET PAUL S. JULIAN PRINCIPAL OF MARBROOK ELEMENTARY



Born in Wilmington, Delaware on September 18, 1936, Mr. Julian was educated in Lore Elementary School, Bayard Junior High and Wilmington High School. He received his Bachelor of Science degree from the West Chester State Teachers College and Master's Degree from the University of Delaware. Along with academic subjects, he played basketball in high school participated in football, basketball and track.

His teaching experience was gained through eight years of service to the Alfred I. duPont District where he taught grades four through six. While at Alfred I., he served on committees for science curriculum, mathematics curriculum and reporting of grades. Changes that developed from the recommendations of these committees are presently being used by that school district. Mr. Julian was appointed elementary representative to the National Science Teachers Association Conventions in New York, Detroit, Michigan, and Baltimore, Maryland.

At present, he is entered in a doctorate program for curriculum design and development offered at the University of Delaware.

Being married to the former Jacqueline Del Campo of Wilmington, he is the father of four children; Paul age 9, Mark age 8, Joanna age 6, and Rebecca age 9 months. Mr. Julian resides on Cranhill Drive, Brookdale Farms, Wilmington, Del.

The position of principal of Marbrook School was assumed on July 1, 1968. The responsibility of properly administrating this school is a real challenge and one which requires his total commitment. His ultimate goal is to provide

an educational program that will enable our children to develop the maturity and confidence to meet the challenge of today's world.

COMMUNICATION THE KEY

Mr. Charles Welsh, President of Marshallton Elementary School Parent Teacher's Association, reports significant accomplishments. Programs based on the results of parent questionnaires have been highly successful. Implementation of the 1968-69 theme, "Let's Increase our Ability to Communicate" has been effected to a remarkable degree as can be borne out by the large membership and increased exchange between parents and school staff. A highly productive book fair that recently concluded and a planned bake sale for early next year are the activities that provide revenue for service projects benefiting students and staff.

Marshallton appreciates the services provided and would extend a hearty thank you to all those who are contributing to the success of this year's P. T. A. Activities.

GOOD TEACHING

Teaching gives direction to education and speeds up the rate at which it proceeds. Good teaching gives closer attention to the direction of education and further accelerates the process. There is a very old slogan, "As is the teacher so is the school". Certainly nothing in the educational program is more important than good teachers. But today there are many instructional aids available in most school systems, and good teaching is sometimes defined as the wise and balanced use of all available means of instruction.

Among other things, good teaching provides that pupils acquire and maintain a sense of personal worth and belonging, with freedom from fears and anxieties. A child must learn to meet and profit from failure, but continuous and repeated failure destroys selfconfidence and breeds a spirit of futility. The life of every child should be characterized, on the whole, by a success pattern and a feeling of personal worth and dignity.

MARSHALLTON EXPLORES COMPUTER ASSISTED INSTRUCTION

The computer assisted instruction program being used by the Dover, Newark and Marshallton School Districts is an exploratory program which will aid the teacher in attending to the individual needs of his or her students. This aid will be in the form of a computer-based system which deals with math practice and testing material and will be operative at the Anna P. Mote and Marshallton Elementary Schools.

The materials were designed for practice and testing only and not as instructional exercises and is available to us through the federally funded Ed Tech Project. The teacher is totally responsible for providing the necessary instruction needed by each child in order to grasp a given concept in math. When he has learned a concept he will be ready to use the system for practice and demonstration of his proficiency. Once a concept has been taught each student is administered a placement test by the system to determine at which of five levels of difficulty he should begin his practice. Following the completion of each day's drill, the system provides the teacher with information on each student's performance and suggests an appropriate drill level for the next day. The aid the system provides is as follows:

1. For the teacher, the system prints reports daily to show the progress of each student.
2. For the student, the system provides immediate knowledge of results information so that he knows which problem he solved correctly and which ones incorrectly.

Two different system methods will be evaluated. One group of students will use an "interactive" system, in which the student uses a telephone combined with a headset. He enters his answers into the computer via a touch-tone keyboard connected to the phone. These children will receive immediate spoken information from the computer after they attempt each problem indicating whether their answer was correct or incorrect. Another group of students will do the same problems, but will simply write their answers on an answer sheet. Their answer sheets will be scored and the students will find out the next day which answers were correct. The purpose in having the two groups is to measure the effect upon students of immediate knowledge of results vs. delayed knowledge of results. Other groups called "control groups" whose students will not use the system at all will be used to make comparisons between math achievement level of the student who use the system vs. those who did not use the system.

This program is by no means considered an end in itself but more as a beginning step toward providing students with the individual drill they need to become competent in math skills and providing the teacher with diagnostic information about each student. The system frees the teacher from the administration of drill material and the correction of papers, thereby enabling him to have more time for individualizing the instruction of his students.



CHRISTMAS PARCELS FOR VIETNAM

The above pictured individuals were just a few of the many participants in Operation Christmas Vietnam conducted at Brandywine Springs Junior High during the last two weeks of October. It was a student oriented project, initiated and conducted in 9th grade civics classes both this year and last. The project grew out of an interest in world affairs and a basic human concern for the fate and well-being of those fighting in Vietnam.

TWO TEACHERS - ONE CUSTODIAN NEEDED

Applicants are currently being sought for a seventh grade mathematics teaching position, a third grade elementary teacher, and a custodian for the school district. If you know of persons that would be interested in making application for these mid-term vacancies, kindly refer them to Mr. W. Ross Wise, Administrative Assistant, at the Marshallton District office, telephone 994-2543.

HOLIDAY GREETINGS are extended to all children and parents of the school district with a high expectation that you will enjoy the festive occasion.

Please note that Christmas recess begins at the close of a full school day December 20, and ends at the regular starting time on January 2, 1969.

OE 6000 (REV. 9-66)

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME

(TOP)

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The Development of a Project for Educable Mentally Retarded Children to Receive Vocational Training in Food Service
(Final Report)

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PERSONAL AUTHOR(S)

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INSTITUTION (SOURCE)

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ABSTRACT The Pilot Demonstration Program was comprised of two phases: the classroom instructional program, and the job training experience. These were very closely coordinated. Approximately one-third of the school day was devoted to the study phase, which was planned and conducted by the two base teachers assisted by a para-professional. The work training phase took place in the Food Service Lab-simulated short order and lunchroom facility. Student workers prepared and served luncheons. The food service was maintained on a "pay as you go" basis with "live" customers being the school faculty. The students cycled through all phases of the food service operation - preparation, service and cleanup. When the training period was satisfactorily completed (approximately two months) the students were placed on the job for part of the school day and spent the remainder of the day in academic work-mostly the three R's - complementary to the Food Service Laboratory and made relevant to their basic job skills. For the first time in Delaware the Division of Vocational Rehabilitation has become actively involved in the public school system at the jr. high school level. Through them outstanding progress was made in equipping the Food Service Laboratory. A counselor was assigned to the students involved and spent one day a week in individual and group counseling. Also, he became a very integral part of the liaison team working in parent-student relationships. The ancillary services provided were innumerable, and a real close working relationship was established.... a real happening in Delaware.